Northland Pioneer College provides, supports and promotes lifelong learning.

Instructional Council Meeting
09-27-19, PDC LC 142, 8:30-11:30 a.m.
Agenda

   I.   Roll Call
  II.   Approval of 09-13-19 IC Minutes – Eric Bishop (action)
 III.   Term length, Nominate, and Vote - Eric Bishop (discussion & action)
       a. Chair
       b. Vice Chair
 IV.   IC Subcommittees/Task Forces (action as needed)
       a.   Dual Enrollment – no report
       b.   PASS – no report
       c.   Professional Development – no report
       d.   Subcommittee Charges/Compositions for 2019-2020 (draft 04-08-19)
            i.   Recommendation by the Advisers for Academic Standards to update the Academic Probation Form - Josh Rogers (action)
       e.   Learning Technology-no report
  V.   Curriculum (action as needed)
       a.   ACRES
            i.   Reminder to vote
       b.   New Programs – none
       c.   Program Modifications
            i.   Program Modifications-ALECand CP/CAS/AAS in EC Studies (draft 7-15-19) - Allison Landy (action)
       d.   Program Deletions - none
       e.   Program Suspensions - none
       f.   Misc. Curriculum - none
 VI.   Old Business Not Related to Curriculum (action as needed)
       a.   Syllabus Statement, web address to catalog– Eric Bishop (discussion)
       b.   Distance Learning Support - Eric Bishop (action if needed)
VII.   New Business Not Related to Curriculum (action as needed)
       a.   Other
VIII.   ACRES Work as a Group – none
 IX.   Adjournment – Eric Bishop (action)

Northland Pioneer College Instructional Council (IC) 09-27-19
Meeting Minutes

Voting Members Present: Eric Bishop, Ruth Creek-Rhodes, Brian Gardner, Inez Schaechterle proxy for Eric Henderson, Gail Campbell proxy for Rickey Jackson, Amy Grey proxy for Dawn Johnson, Wes King, Pat Lopez, Deb McGinty, Gary Santillanes, and Ruth Zimmerman

Non-Voting Members Present: Jessica Clark, Jeremy Raisor, Josh Rogers, Rebekah Wilson, and Anne Lang (recorder)

Guests: April Horne, Susan Hoffman, Allison Landy, and Amelinda Webb

I.   Roll Call
II.   Approval of 09-13-19 IC Minutes – Eric Bishop
     a.   Deb McGinty **MOVED** to approve the IC Minutes of 9-13-19, with two corrections:
          i.   VI. i. Aggrandized changes to necessary.
          ii.   IX. 1. Application replaced with Position.
     b.   **SECOND** by Wes King.
     c.   Motion **APPROVED** by majority vote.
     d.   Ruth Creek **ABSTAINED**.
III.   Term length, Nominate, and Vote for IC Chair and Vice Chair - Eric Bishop
     a.   Discussion
          i.   Both positions have big expectations.
          ii.   if we rotate the Vice Chair there will be more options and more people can have the experience. This will create a bigger pool when replacing the Chair.
          iii.   Both positions will be voted on yearly in May, with the Chair having the option to stay for up to a four-years maximum term.
          iv.   Vice Chair will serve a one-year term.
     b.   Pat Lopez **MOVED** to a one-year term length for the Chair and Vice Chair, to be voted on yearly in May; **SECOND** by Ruth Creek.
     c.   Motion **APPROVED** by unanimous vote.
     d.   Nominations
          i.   Chair
               1.   Wes King **NOMINATED** Eric Bishop for IC Chair.
               2.   **SECOND** by Ruth Creek.
               3.   Nomination **APPROVED** by unanimous vote.
          ii.   Vice Chair
               1.   Wes King **NOMINATED** Eric Henderson for IC Vice Chair.
               2.   **SECOND** by Ruth Creek.
               3.   Eric Bishop **NOMINATED** Pat Lopez for IC Vice Chair.
               4.   **SECOND** by Gary Santillanes.

5. Vote by show of hands; 2 Votes for Eric Henderson and 9 votes for Pat Lopez.

6. Pat Lopez as IC Vice Chair **APPROVED** by majority vote.

IV. IC Subcommittees/Task Forces

    a. Dual Enrollment – no report

    b. PASS – no report

    c. Professional Development – no report

    d. Subcommittee Charges/Compositions for 2019-2020

        i. Recommendation by the Advisers for Academic Standards to update the Academic Probation Form – Josh Rogers

            1. Discussion

                a. It has been approved, all students under a 2.0 GPA for 2 semesters in a row will be on academic probation

                b. The Advisors had a meeting and came up with some suggestions to simplify the form and a plan for AS to revise the form.

                c. Gail Campbell is handling CCP students.

                d. Approximately 150 students presently on academic probation.

                e. Should be a warning first, email sent to NPC email address and then a call before their account is put on hold.

                f. CCP students should become the responsibility of the CCP department. Learning Assistants are to sign off on their Academic Plan instead of exempting the student.

                g. Advisors' Meetings are the second Friday of the month.

            2. Wes King **MOVED** to add another charge to the Academic Standards Subcommittee to evaluate process and form related to Academic Probation. With any recommendations to come back to IC; **SECOND** by Ruth Creek.

            3. Motion **APPROVED** by majority vote.

            4. Dawn Johnson (Amy Grey) **ABSTAINED**.

V. Curriculum

    a. ACRES

        i. Reminder to vote.

            1. Courses are coming in, start looking at them so we start things forward.

            2. Music Courses can be moved forward now; they are ready to be looked at.

            3. Anything course related can be voted on, don't vote on program changes.

            4. We are at the end of the two-year deadline for the old 3035 forms.

            5. Existing modality changes can take effect for Spring, other changes must take effect for Fall.

            6. Wei Ma is looking into bringing Quality Matters people for a training.

    b. New Programs-No report

    c. Program Modifications

        i. Program Modifications-AAEC and CP/CAS/AAS in EC Studies (draft 7-15-19) - Allison Landy

            1. Discussion

a. Conversations in the field of ECD is to get people out and into the workforce.

b. NACOG is over one-third of the state, they are not being renewed for Headstart. In Navajo and Apache Counties grants need to have an A.A. Degree. They have not met the requirements with degrees.

c. Discuss total credits for A.A. to be 60 credits instead of 64, by deleting CAS from the pathway, it does nothing for the students, it has no meaning.

d. CP is where the focus should be, CP is considered an industry approved credential.

e. If the CAS does not help the student, why do we have it?

   i. Does not qualify for Financial Aid

   ii. This is misleading to the students, nothing for transferability.

   iii. 50 Students in 20 years have completed the CAS, 321 have completed CP A.A. Degree.

   iv. Not comfortable with making a decision without researching what all it impacts, need a broader view.

   v. Not a "no never" just need to research it.

   vi. This would create better transfer ability and impact Financial Aid.

2. Deb McGinty **MOVED** to approve the Request to Proceed as presented; **SECOND** by Ruth Creek. To be brought back to IC to be approved.

3. Motion **APPROVED** by majority vote.

4. Eight- yes and three-opposed.

d. Program Deletions – none

e. Program Suspensions – none

f. Misc. Curriculum – none

VI. Old Business Not Related to Curriculum

a. Syllabus and Catalog Statement, web address to catalog– Eric Bishop

   a. Discussion

      i. Has anyone ever asked the students where the best place is for the student to access the information? Students don't care.

      ii. Ask Sandy where the best place and what is required.

   b. Pat Lopez **MOVED** that she would meet with Dr. Clark to craft language for faculty to put in their syllabi, for Institutional Policy and Procedures; **SECOND** by Gary Santillanes. To be brought back to IC in November.

   c. Motion **APPROVED** by unanimous vote.

   d. **TASK:** Pat Lopez-will meet with Dr. Clark to craft language for faculty to put in their syllabi, for Institutional Policy and Procedures, to be brought back to IC in November.

b. Distance Learning Support - Eric Bishop

   a. Discussion

   i. Following up on the conversation Eric had with Curtis, there are three issues:

    1. Failing equipment-Whiteriver, Kayenta and two at SCC.

     a. Whiteriver has already had theirs replaced, it completely died and had to be replaces.

     b. Gail Campbell reports, it is working well.

    2. Replacing Equipment-We need to allow Information Services to replace these failing boards as soon as we can.

    3. Wei Ma want to move forward with a training on October 25th.

   ii. **TASK:** Wei Ma- to move forward with the October 25th training on the Smart Panels, to also give the option of Webex with a recording and to solicit feedback from the participants and bring that back to IC at the meeting following this training.

   iii. Nothing to vote on, we can take action at the meeting we address it at.

  b. Proctorio-Eric Bishop

   i. There is another solution that does the same thing.

   ii. Price difference is vastly different.

   iii. They are moving forward with Proctorio Pilot. Proctorio required a contract and some money, this other option, Respondus Monitor, is free.

   iv. They would like to run both programs simultaneously.

   v. There are no funds to be extended. We already have this on some of our computers.

   vi. There is no objection to allowing them to working on this.

  c. Distance Learning in our Future

   i. Ongoing discussion about:

    1. Bridgit replacements.

    2. How Connected Classroom are going to look.

    3. Reorganization-who at the college would be responsible for Distance Learning?

    4. Concerns about LTC and having so much to deal with, break up or replace LTC?

    5. How IC fits in with LTC.

   ii. We need to start thinking about this now, before we have to make a decision.

   iii. Moving forward, every other time we meet, will discuss Distance Education Support.

VI. New Business Not Related to Curriculum

 a. Recording-Support Center and Anne's

  i. Discussion

   1. Do we want Support to record our meetings that are on the CC System?

    a. No

    b. **TASK:** Eric Bishop-to contact Support to tell them not to record our meetings in the CC2 room.

2. Anne's recordings, how long do we want to retain them?
   a. They are not required to be retained.
   b. We will retain the recordings for two years.
3. Wes King MOVED to keep recording for two years and get rid of past records past two years; SECOND by Ruth Zimmerman.
4. Motion **APPROVED** by unanimous vote.

VII. Adjournment – Eric Bishop
   a. Gary Santillanes **MOVED** the meeting be adjourned; SECOND by Ruth Creek.
   b. Motion **APPROVED** by unanimous vote.

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    a. ACRES
        i. Reminder to vote
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        i. Program Modifications-AAEC and CP/CAS/AAS in EC Studies (draft 7-15-19) - Allison Landy
           (action)
    d. Program Deletions – none
    e. Program Suspensions – none
    f. Misc. Curriculum – none
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    a. Syllabus and Catalog Statement, web address to catalog– Eric Bishop (action as needed)
    b. Distance Learning Support - Eric Bishop (action if needed)
VII. New Business Not Related to Curriculum (action as needed)
    a. Recording-Support Center and Anne's (action as needed)
VIII. Adjournment – Eric Bishop (action)

Northland Pioneer College Instructional Council (IC) 09-13-19

Voting Members Present: Eric Bishop, Ruth Creek-Rhodes, Brian Gardner, Eric Henderson, Rickey Jackson, Dawn Johnson, Wes King, Pat Lopez, Deb McGinty, Gary Santillanes, and Ruth Zimmerman

Non-Voting Members Present: Jessica Clark, Wei Ma, Jeremy Raisor, Rebekah Wilson and Anne Lang (recorder)

Guests: Gail Campbell, Amy Grey, April Horne, Susan Hoffman, and Amelinda Webb

(NOTE: Some items were taken out of order from original agenda.)

I. Roll Call and Breakfast
II. Approval of 04-26-19 IC Minutes – Eric Bishop a. Gary **MOVED** to approve the IC Minutes of 04-26-19; **SECOND** by Wes.
   a. Motion **APPROVED** by majority vote.
   b. Pat **ABSTAINED**.
III. Revised IC Calendar - Eric Bishop
   a. Ruth MOVED to accept the revised IC Calendar; **SECOND** by Deb.
   b. Motion APPROVED by unanimous vote.
IV. Announcements
   a. Anne will send out future agendas and supporting documents in one packet.
   b. Rickey is now a voting member and Wei is now a non-voting member.
   c. Instructional Support Specialist hiring committee had a failed search, they will be reposting soon. They are looking at the job description to reevaluate the job expectations this week and then will repost.
   d. Stuff is starting to come in to ACRES.
V. IC Chair and Vice Chair term lengths - Eric Bishop
   a. Procedure 2125-There is now an IC Vice Chair and the Chair cannot serve more than a four consecutive years.
   b. Add to next agenda an item to determine term lengths for Chair and Vice Chair and nominations.
VI. Ongoing Dialog with Information Services-Eric Bishop
   a. Discussion
      i. Participation should be aggrandized.
      ii. Could we use Webex or Zoom for it to be more convenient
      iii. Add IS to the end of the agenda, they could join from the connected classroom.
      iv. Remind when we call for agenda items, to mention IS will be there.
      v. Invite Curtis to attend future IC Meetings that are held on the CC2 system.
      vi. No vote was taken because it is already an established practice.

VII.   Non-Instructional content in Moodle-Pat Lopez

   a.   April 26, 2019, minutes-asked for the "ads" to be removed.

   b.   They are small but not gone.

   c.   Communicate to SPASC

   d.   Who decides who is the Moodle gatekeeper?

   e.   Add to next agenda-Link in syllabus to go to catalog rather than list all institutional policies in the syllabus.

      i.   Pat **MOVED** to make a recommendation to President Vest that IC become the gatekeeper of Moodle; **SECOND** by Ruth.

      ii.   Motion **APPROVED** by unanimous vote.

      iii.   **TASK**: Eric to send memo to President Vest.

VIII.   Course Improvement Survey in Moodle-Pat Lopez

   a.   Discussion

      i.   Need an option to remove survey off of Moodle

      ii.   Can be used as an incentive, but loses the anonymity to fill it out honestly.

      iii. Possible make a Moodle Shell just for students to take survey.

   b.   Dawn MOVED to explore what can be done in Moodle; SECOND by Brian.

      i.   Motion **APPROVED** by unanimous vote.

      ii.   **TASK:** Wei to ask Dr. Yip-Reyes to come to upcoming meeting

IX.   Faculty service to the college - Pat Lopez

   a.   Discussion

      i.   How do we create a culture where service to the college is expected?

      ii.   Ask in interview about service to the institution.

         1.   Need a common basic faculty job application.

         2.   Clearly state expectations.

X.   Bridgit end of support-Wei Ma and Curtis Stevens

   a.   March 31, 2020 support is ending.

   b.   IS is looking into long term solutions in Webex.

   c.   We have been using Webex and Zoom for the last three years.

   d.   Cisco will be here on the 26th to ask questions.

   e.   Schedule training for Zoom and Webex demo, for recommendation for the Executive Team.

   f.   How can IC help IS to move forward?

      i.   Send survey out to faculty about immediate issues.

      ii.   Set up a demonstration for faculty.

   g.   **TASK:** Eric will follow up:

         i. Find out what rooms have failing equipment.

        ii. What equipment is available to replace failing equipment.

      iii. Plan demo.

XI.   College mission statement regarding Lifelong Learning-Pat Lopez

    a. Discussion

         i. It came up in Dialog Day.

        ii. Opportunities for lifelong learning.

XII.   Distance Education Support-Eric Bishop

    a. Discussion

         i. As Mark talked about at Convocation, we can have input before decisions are made.

        ii. Explore adding a course modality field in on-line catalog with pop-ups for the student to see when they register for a class.

      iii. Need a position for Distance Education Support.

      iv. Future meeting about the different ways we use technology, timeline, concerns for distance learning support.

XIII.   Let's do this (Retreat) again next year.

XIV.   Adjournment – Eric Bishop

    a. Gary **MOVED** the meeting be adjourned; SECOND by Pat.

    b. Motion **APPROVED** by unanimous vote.

Rationale for Changes

In the past three years, the ECD department has undergone dramatic changes to its degree pathways. Multiple, erroneous degrees were eliminated from the department, courses were eliminated from the program, and a reasonable, attainable scope and sequence was developed to better align with national standards. The ECD Department Chair continues to monitor state and national trends in early childhood workforce standards, research on early childhood professional development, policy recommendations, and the Power to the Profession project by the National Association for the Education of Young Children (NAEYC). Significant changes to the field of early care and education preparation are forthcoming, and we would like to take this time to work proactively in anticipation of NAEYC accreditation and their new standards for professional preparation.

Credit Requirements:

We believe that the program revisions proposed will streamline completion and improve student success while also aligning our program with the national and state trends. The most significant proposed change is to ***reduce graduation requirements in both degree pathways (the AAEC and the AAS) to 60 credits rather than the current 64 credits***. We can accomplish this change by reducing elective requirements rather than impacting core requirements for either degree. Bachelor's degrees (BA/BS/BAS) in Early Childhood Education at all Arizona public universities require only 120 credits. Reducing the AAEC and AAS degrees allows for a half and half degree mapping to BA/BS/BAS programs. Although the universities accept up to 75 transfer credits (64 for BA/BS degrees), too often these extra credits are accepted only as electives and are not directly applicable to a particular bachelor's degree program of study. In turn, the student more often ends up taking more than 120 credits total because of specific program or college requirements. Taking excess credits can cause the student a greater financial burden, impact completion rates, and reduce motivation. When appropriate, students are provided individualized advisement from the department to continue taking "bridge" courses at NPC that allow for smooth transitions to the student's university program of choice. Bridge courses are defined by the Arizona Early Childhood Professional Development Network as those courses taken at a community college *post-graduation* that are applicable to a chosen bachelor's degree program. Bridge courses are so well recognized in the Arizona Professional Development Network that they are included as part of the statewide First Things First college scholarship program.

A significant goal of the early childhood department is to ensure students have a clear path to a two-year completion plan. Not only is two-year completion a goal of the program, it is also a requirement for many of the students in early childhood due to work regulations with Head Start. Reducing the 64 credit requirement sets the stage for students to follow a 15/semester roadmap to completion within the required timeline.

Furthermore, reducing the credit load requirement also aligns with research findings and national policy recommendations for community colleges. In a review of literature, Goldrick-Rab (2010) suggested that, "the findings support the idea that reducing structural barriers between the 2- and 4-year sectors may cause completion rates among community college entrants to rise" (p. 445). Degree requirements for credit hours may be one such structural barrier to address. Universities have also begun to address this issue. In a survey on program requirements for bachelor's and associate degrees, Johnson, Reidy, Droll, and LeMon (2012) found that since 1995, the vast majority of institutions with bachelor degrees reduced their program requirements to 120 credits.

While there are many factors that influence how long a student takes toward degree completion, "the one most directly under the control of institutions and policymakers is the number of credit hours required to complete a given program" (Johnson, et. al., 2012, p. 2). Moving to a reduced course load, and moving students to completion more quickly, benefits the student in multiple ways. With completion of the AAEC or AAS degree, students may move into school-

based paraprofessional roles or teaching roles in settings serving children birth to age five. This, in turn also benefits the students' overall economic stability. Upon completion of an AAEC/AAS degree, not only do students have the opportunity for increased pay, they also have access to state funded wage enhancements (REWARD$-$1500 for degree completion) and First Things First Educational Bonuses ($900.00 awarded for completion of an AA or AAS degree).

Certificate Changes:

Degree pathways should align with recognized educational attainment levels that move students through their chosen profession. The Arizona Early Childhood Workforce Career Lattice, established in 2016, identifies career levels and notes at which points in the number of earned credit hours a student reaches a higher level on the Lattice. Key points of entry are currently at 3, 6, 9, and 18 credit hours of Early Childhood. Aligning our ECD degrees with the Career Lattice will allow students to seamlessly enter at clear entry points.

The Early Childhood Studies Certificate of Proficiency (CP-19 credits) has become an accepted benchmark accomplishment for entry level work in the field. The next recognized step, and sometimes requirement, is the Associate Degree. These two educational attainment levels bring both changes in professional responsibility as well as pay differentials. The same cannot be said of the Certificate of Applied Science (CAS). This certificate holds no meaning outside of the college within the profession. It brings no additional status, nor does it provide increased pay or educational bonuses. Therefore, we propose ***eliminating the CAS between the CP and the AAS degree***.

Course Content and Program Revisions:

Finally, we are moving forward with program accreditation by NAEYC. NAEYC accreditation indicates a high level of professional preparation and provides leveraging to students as they transition to NAEYC accredited university programs such as that at NAU. Program requirements, course content, learning outcomes, and assessment will be reviewed and revised to ensure as close alignment to the national standards of early childhood professional preparation as is possible. We continue to work toward meeting the recommendations of the National Academies of Science's publication, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The report identified 13 recommendations, several of which address higher education's role in workforce preparation. In particular, recommendation number two states, "Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8." The NAS report further recommends building "… an interdisciplinary foundation in higher education for child development." This latter recommendation is intended to support individuals in developing competencies that prepare them for the wide array of professional roles available in the various disciplines including education, social services, and health/allied health services.

Alignment to Course Title Changes:

Last academic year, we ran into a number of enrollment issues with concurrent course requirements. We therefore, adjusted our courses from being clusters of one credit courses to single, 2 - or 3-credit courses. We combined several courses into one, and our program of study needs to reflect the new courses and their titles as we no longer offer the single courses taken as clusters. The course changes (ECD200 and ECD250) and new courses (ECD141 and ECD 184) were approved by IC during the 18-19 AY.

Core Elective Options:

When the Early Childhood Studies degree was originally imagined, the AAS included a set of 11 electives that had to be taken from the Early Childhood Department. The intent was to use these electives in place of the "specialization degrees" that were previously offered. At the time, we did not have the CFS prefix. However, CFS courses will be focused on the infant-toddler and family support specialty areas. Adjusting the notation to include CFS courses will allow students who need an infant-toddler emphasis to continue to use these electives for that specialization.

Additionally, we would like to add EDU courses to the option for electives in the core area. Many students are considering working in the K-3 arena of education/early childhood, and it would benefit them to explore a specialization in elementary education as an enhanced area of their AAS degree. This will be particularly useful for students considering working as a paraprofessional in the schools as well.

Summary of Proposed Changes

The ECD department proposes the following changes:

<u>Beginning in Fall 2020</u>

- Reduce degree requirements from 64 to 60 total credits. Students will continue to be encouraged to take "Bridge" courses post-graduation. Students are eligible for FTF scholarships for Bridge courses, thereby increasing likelihood of continued enrollment.
- Eliminate the CAS in Early Childhood Studies. The CAS is not an industry recognized certification and does not provide additional pay or Career Lattice standing. While it was originally intended to support students entering their general education curriculum, we now begin that encouragement much earlier in advisement. Students are often taking general education classes as a means to completing their AAS or AAEC degrees and skipping over the CAS.
- Make revisions as needed to align with accreditation
- Replace multiple 1 and 2-credit ECD courses with combined 2- and 3-credit courses.
- Add the option of using CFS and EDU courses to meet the early childhood elective requirements of the AAS degree.

Impact on other Departments

In making the proposed changes, ECD will work closely with the CTE/Dual Enrollment programs. Changes to course content and structure may affect the outline of courses delivered in the early childhood dual enrollment programs. There may be some small impact on EDU course enrollment as students seek out a way to meet their elective requirements.

References and Resources

Goldrick-Rab, S. (2010). Challenges and Opportunities for Improving Community College Student Success. *Review of Educational Research, 80*(3), 437-469. Retrieved from http://www.jstor.org.libproxy.nau.edu/stable/40927288

Johnson, Reidy, Droll, & LeMon (2012). Program Requirements for Associate's and Bachelor's Degrees: A National Survey. Retrieved from
https://www.insidehighered.com/sites/default/server_files/files/Program%20Requirements%20-%20A%20National%20Survey(1).pdf

Report on Transforming the Workforce: https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a

Arizona Early Childhood Workforce Knowledge and Competencies
http://azearlychildhood.org/uploads/sites/1/WKC_FINAL_07.31.15.pdf

Arizona Early Childhood Career Lattice

https://www.azregistry.org/_forms_documents/Arizona%20Early%20Childhood%20Workforce%20Career%20Lattice.pdf

NAEYC Accreditation of Higher Education Programs

https://www.naeyc.org/accreditation/higher-ed/accreditation